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Commonwealth of Massachusetts

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Executive Office of Education

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**Charter School Application
Designated Contact Person**EXECUTIVE OFFICE
OF EDUCATION

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

Secretary of Education
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Tel: (617) 727-1313

GOVERNMENT DOCUMENTS
COLLECTION
JAN 15 1994
University of Massachusetts

Please print or type:

Remediation and Educational Support Systems, Inc. (RESS)

Name of organization/group filing for charter school status

Contact Person Name:	Dr. Anabel Padilla Casey	
Signature:	<i>Anabel P. Casey</i>	Date: 2 /15 /1994
Title:	New England Representative	
Address:	447 Old Connecticut Path	
City:	Framingham	
State:	MA	
Zip:	01701-4545	
Telephone:	(508) 820-1810 , (508) 679-9015	
Fax:	(508) 820-0970	

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 15th day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet must be attached to the application when it is filed.)

President:
Name: Patrick C. Gentile Signature: Patrick C. Gentile Date: 021494
Address: 18 Willowbrook Rd, City: Broomall, State: PA Zip: 19008
Tel: (610) 353-9050

Vice President:
Name: Robert J. Czukoski Signature: Robert J. Czukoski Date: 021494
Address: 48 Oakland Drive City: Downingtown State: PA Zip: 19335
Tel: (610) 363-9086

Name: ANABEL P. CASEY Signature: Anabel P. Casey Date: 2/15/94
Address: 447 OLD CONNECTICUT PATH City: FRAMINGHAM State: MA Zip: 01701
Tel: (508) 820-1810

Name: Signature: Date:
Address: City: State: Zip:
Tel:

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If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108



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PROFILE OF RESS DIRECTORS

Robert J. Czukoski, M.Ed. The Pennsylvania State University, PA.

Mr. Czukoski has extensive experience in working with public, nonpublic and private organizations. He has served in the Pennsylvania State Department of Education for ten years. During his tenure he organized and managed school programs totaling \$132 million. He was asked to review and suggest legislation, assist in policy formation, communicate policy to chief school executives and serve as chairperson for many statewide conferences. He served as a member of school evaluation teams and was one of four individuals in the department to be selected to evaluate 29 educational service units in Pennsylvania. Involved closely with federal court decisions, he helped design a strategy for disposing \$30 million-worth of instructional equipment.

After leaving the department to become vice president of an educational service agency, he was instrumental in streamlining operations, reducing costs and obtaining new business. In this position he was responsible for the operations of each program and accountable for the programmatic and fiscal provisions of each educational and training contract. He also was responsible for designing the use of mobile units which were used to provide instructional classrooms.

John A. Bakken, Ed.D. University of Pennsylvania, PA.

Dr. Bakken has been responsible for the total supervision and administration of the Chester County Intermediate Unit's Student Services Programs for fifteen years. This included work in: program and staff evaluation, staff development, policy and procedures development, pupil placement, staffing, budgeting, program operation and purchasing (including mobile units and trailers), public relations and negotiations. He has been closely involved in the evaluation and selection of standardized testing programs, including Chapter I testing. In addition he has prepared evaluation programs for the areas of guidance and remediation. He is the author of several papers.

Patrick C. Gentile, CPA., B.S. Accounting Temple University, PA.

Mr. Gentile is a member of the Pennsylvania Institute of Certified Public Accountants. He is retired from the Internal Revenue Service where he served for thirty plus years. His duties included investigating organized crime. While stationed in Rome, Italy, he was second in authority and in charge of auditing the accounts of U.S. citizens and corporations and foreign citizens in the Mediterranean and Middle East Regions. He was later placed in charge of all multi-national corporations in Pennsylvania, Delaware, Maryland and Virginia. Mr. Gentile was also affiliated with the Camden County Prosecutors Office investigating major cases of fraud. During his career, he was recognized for outstanding service and received many awards, one of which was a group citation by the late Attorney General Robert F. Kennedy, for outstanding performance in the investigation and conviction of a prominent organized crime figure.

Vincent J. Lasprogata, B.A. Villanova University, PA.

Mr. Lasprogata served for twelve years as the president of corporations providing educational services and neutral site classrooms through contracts with intermediate units in Pennsylvania and educational service units in New Jersey. Moreover he provided remedial services for Indian children in New Mexico and the Dakotas under Title I. Also under Title I he was responsible for in-service training to teachers of Native American children in Oklahoma. Mr. Lasprogata provides the stimulus and inspiration to further human growth and fulfillment.

John C. Butera, J.D. Duquesne University, PA.

John C. Butera, Esquire was admitted to the bar, 1976, PA; 1982, U.S. Court of Appeals, Eighth Circuit; 1983, U.S. Court of Appeals, Third Circuit, and U.S. Supreme Court. He serves as legal counsel to RESS and is a member of the firm Butera, Beausang, Moyer & Cohen.

Vito De Lisi, B.A. University of Pennsylvania, Wharton School, PA.

Mr. De Lisi was for several years a senior vice president of commercial lending for a major bank in Pennsylvania. Currently he is a member of the Board of Directors of a second bank in the Commonwealth. In addition, Mr. De Lisi is General Manager of a multi-million dollar corporation in the State of Pennsylvania. His background is in finance and marketing.

Paul Donnelly, M.A. Special Education, Fairleigh Dickinson University

Mr. Donnelly is a coordinator for the Jersey City School Board. In this capacity he was responsible for implementing Acts 192 & 193 (1977). These laws mandated services such as Compensatory Education, English as a Second Language, Corrective Speech, Supplemental Instruction and Home Instruction.

Michael A. Scatena, Ph.D. University of Pittsburgh

Dr. Scatena is the Director of Education for the Diocese of Greensburg. The Diocese consists of four counties with 48 elementary and two secondary school and approximately 500 full time teachers. As the liaison for all schools involved in state and federal aid programs within the diocese, his work is conducted with 30 local educational agencies, three intermediate units and the Pennsylvania Department of Education. He has been particularly influential in the schools receiving services through Chapters I and II, Pennsylvania Act 89 (auxiliary services), school busing and Acts 195-90 (textbooks and instructional materials).

Dr. Scatena for the past six years has held offices with the Pennsylvania Association of Federal Program Coordinators and is presently First Vice President.

CURRICULUM VITAE

PERSONAL DATA

NAME : Dr. Anabel P. Casey
PLACE OF BIRTH : Ponce, P.R.
STATUS : Married – 2 sons
RESIDENCE ADDRESS : 447 Old Connecticut Path
Framingham, MA 01701
RESIDENCE TELEPHONE : (508) 820-1810

EDUCATION

Boston College : Ph.D. Educational Administration
Chestnut Hill, MA (May 1989)
Interamerican University : M.A. Education – Administration and
Hato Rey, PR Supervision (August 1974)
College of Our Lady of the Elms : B.S. in Biology and Education (June 1954)
Chicopee, MA
Colegio Sagrado Corazón : High School diploma (May 1950)
Ponce, PR (Attended same school Grades K through 12)

EXPERIENCE

Assistant Regional Director for RESS (Remediation and Education Support Systems) for New England, responsible for the development of sites to serve students-at-risk ages 14 – 21 throughout New England School systems – August 1, 1993.

Supervisor RESS (Remediation and Education Support Systems), supervised two sites established by RESS in Massachusetts: Weymouth and Winchendon – April 1 to July 31, 1993.

Secretary – Designate of Education for the Commonwealth of Puerto Rico, January 2, 1993 to February 7, 1993.

Short lived, great professional growth experience. Political demands did not match personal goals.

Assistant Dean for Students – School of Education – Boston College – Chestnut Hill, MA – July 1988 to December 1992.

Duties: Responsible for the student personnel function in the School of Education both at the graduate and Undergraduate levels. This included the evaluation and processing of student records, the evaluation of student programs, the establishment and monitoring of the student advisement program, the establishment and implementation of student policies and processes, the overseeing of student academic organizations such as the student senate, the supervision of educational publications such as Faculty and Student Handbooks, curriculum development and program implementation, administration of student scholarship funds, overseeing and coordinating support activities for student

admissions at the graduate level and the supervision of support staff, graduate assistants, and work study students.

Superintendent of Catholic Schools – San Juan, PR – July 1981 to June 1988.

Associate Superintendent of Catholic Schools – San Juan, PR – August 1977 to June 1980.

Duties: Responsible to the Superintendent of Catholic Schools (as Associate) and to the Cardinal Archbishop of San Juan (as Superintendent) for the supervision and direction of school system of 65 elementary schools and 40 high schools. Responsible for the development and implementation of:

Catholic School Teachers' Pension Plan, Archdiocesan Audio-Visual Resource Center, Catholic Schools Policy Manual, Principals Manual, PTA Manual, Legal Services Plan for Catholic Schools, Catholic Athletic League, Elementary Curricula in Spanish, English and Mathematics. Initiated a process for the development of K-12 series of Religion Textbooks for Puerto Rico. Directly responsible for the publication and distribution of the Religion Series CRECER EN CRISTO, in Spanish, for Grades K through 12th. A member of Interdiocesan Secretariate for Catholic Education for 11 years. Served in the steering committee of six annual island-wide Catholic Schools conventions for 3,000 teachers, having presided the last three. Directly involved in founding, planning, funding and construction project of a regional High School in Carolina, Puerto Rico of 1700 students, an elementary school in Bayamon of 750 students and a second regional high school in the same area serving 1,100 students. Member of the Board of Trustees of the Catholic Schools Pension Plan for 8 years. Member of several Evaluating committees for Middle States Association. Member of the advisory committee on Adult Education for the Department of Education of Puerto Rico. Member of the Board of Trustees of Middle States Association of Colleges and Schools from 1985 to 1988. Elected for a second three-year term in December, 1987.

School Principal (Academia Nuestra Señora de la Providencia, Rio Piedras, PR) – July 1972 to July 1977

Duties: Responsible for the total operation of the school including financial as well as academic. Introduced scheduling modifications and new courses to the school program. Graduated the first senior class in 1972 and was directly and personally responsible for accrediting the high school according to the standards of the Department of Education in the Commonwealth of Puerto Rico. During this period of administration, initiated and saw to completion the renovation of existing school facilities, the construction of a new building, housing auditorium and 20 classrooms. Reorganization of Parent-Teacher-Student Association. Following building project, enrollment increased from 630 to 920. Served as member of the Archdiocesan Board of Education (Junta Arquidiocesana de Escuelas Católicas, 1975-1977), and taught one class during tenure as Principal.

Secondary and Elementary School Teacher – (Academia Nuestra Señora de la Providencia, Rio Piedras, PR) – August 1960 to June 1972.

Duties: During the years of tenure in this school taught English to Grades K through 12, Science to grades 4 through 9 and Biology to Grade 10. Participated actively in the opening of the school during the 1960–61 school year as well as in its development until appointment to the principalship.

Served as counselor and dean of discipline and represented the school in various educational activities within both the private and public sectors.

Owner and Operator of Kindergarten – July 1958 – 1960.

Duties: Operated own Kindergarten for two years. Served 70 students – ages 3 to 5.

Secondary School Teacher (Liceo Ponceño, Ponce, PR) – August 1955 to June 1958.

Duties: Taught English Grades 9 to 12. Chaired English Department.

Secondary and Elementary School Teacher (Colegio Sagrado Corazón, Ponce, PR) – August 1954 to June 1955.

Duties: Taught English—Grades 2, 6, 7, and 10 and Science—Grades 6 and 7.

PROFESSIONAL CERTIFICATION

Department of Education of Puerto Rico
Biology and Chemistry Teacher (Permanent–Vitalicia)

Department of Education of Puerto Rico
English Teacher (Provisional)

Department of Education of Puerto Rico
High School Principal (Permanent–Vitalicia)

Department of Education of Puerto Rico
Superintendent (Regular Certificate in force from November 1977, and renewed for life in 1980)

PUBLICATIONS

Doctoral Dissertation: The Role of the Principal in Catholic Schools in Puerto Rico (May, 1989)

Various articles in education and/or Catholic publications such as Momentum (NCEA Journal, El Visitante, etc.)

OTHER

Languages: Fluency in English and Spanish, read French.

Member: Middle States Association – member of MSA Board of Trustees from 1985–1988, National Catholic Education Association, Chief Administrators of Catholic Education of NCEA, National Association of Elementary School Principals, CIEC – Confederación Interamericana de Educación Católica (Interamerican Confederation of Catholic Education), SIEC – Secretariado Interdiocesano de Educación Católica (Interdiocesan Secretariat of Catholic Education), National Association of Secondary School Principals, National Association of Elementary School Principals, Association for Supervision and Curriculum Development

Travel: Most States of the Nation, Dominican Republic, Spain, France, Italy, Austria, Holland, England, Germany, Sweden, Switzerland, Curaçao, Mexico, Saint Marteen, Venezuela.

Conventions and Meetings: Annual Attendance at NCEA Conventions, Annual Attendance at NCEA/CACE meetings, Meetings of Board of Trustees–Middle States Association, Congress of Interamerican Confederation of Catholic Education (CIEC) Santo Domingo, 1980, Venezuela 1983, Service on various Middle States Association Evaluation Teams.



REMEDICATION AND EDUCATIONAL SUPPORT SYSTEMS

A Worldwide Vision of Educational Excellence

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FEB 15 1994

EXECUTIVE OFFICE
OF EDUCATION

Dr Piedad Robertson
Secretary of Education
Executive Office of Education
One Ashburton Place - Room 1401
Boston, MA 02108-1696

February 15, 1994

Dear Dr Robertson:

Remediation and Educational Support Systems, Inc (RESS) is pleased to submit Part 1 of its application for the establishment of the Hispanic Culture and Language Charter School for opening in the fall of 1995.

We are confident that the efforts put forward by the Executive Office of Education of the Commonwealth of Massachusetts to further education in the State will prove fruitful.

Remediation and Educational Support Systems (RESS), in an effort to serve the educational needs of Hispanics in Massachusetts, has developed the first part of the application process for the charter of the proposed Hispanic Culture and Language Charter School (HCLCS) and respectfully requests the privilege to be chartered.

Sincerely

Anabel P. Casey

Dr Anabel Padilla Casey
447 Old Connecticut Path
Framingham, MA 01701-4545

Headquarters: 3544 West Chester Pike Suite 204 • Newtown Square, PA 19073 • Tel: 215-353-9050 • Fax: 215-353-1713

Caribbean Center • American Airlines Building, Suite 300, Lopez Landron Street and DeDiego Avenue
San Juan, Puerto Rico 00911 • Tel: 809-721-0485 • Fax: 809-722-8456

Compu*Tec (A RESS Company): Compu*Tec Servicios Educativos, Inc., Consolidated Mall (Box 7979)
Caguas, P.R. 00626 • Tel: 809-743-5454 • Fax: 809-746-4775

District Offices: Chicago, IL • Jacksonville, Miami, St. Petersburg, FL • Trenton, NJ • Ponce, PR

A Proposal
from
Remediation and Educational Support Systems, Inc.
to establish a
Charter School
in the State of
Massachusetts

THE HISPANIC CULTURE AND LANGUAGE
CHARTER SCHOOL

Presented by: Remediation and Educational Support Systems, Inc.
Dr. Anabel Padilla Casey
RESS New England Representative
447 Old Connecticut Path
Framingham, MA 01701
Voice phone: (508) 820-1810
FAX phone: (598) 820-0970

Submitted on: February 15, 1994

The information contained herein is proprietary and confidential, and is the property of Remediation and Educational Support Systems, Inc. (RESS). It is intended for the use of the Reviewing Committee for Charter Schools, Department of Education, Commonwealth of Massachusetts.

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1. Mission Statement

The fundamental mission of the Hispanic Culture and Language Charter School (HCLCS) is analogous to that of any authentic educational agency. Its goal is to provide the environment, the tools and the facilitative guidance and instruction that will enable each young person entrusted to its care to acquire optimally the skills, knowledge, understandings, motivations and values appropriate to his or her developmental stage. What is distinctive about the Hispanic Culture and Language Charter School is that it will foster growth in these dimensions within a context that is both bilingual and bicultural for English and/or Spanish speaking children of kindergarten age through grade six, whose parents select for them to study in a bilingual/bicultural environment.

Starting from kindergarten, linguistic skills will be developed in both Spanish and English for all students in ways that are appropriate to the earlier language experience and development of each student. The language instruction in other curricular areas will be either English or Spanish in such ways as to promote full bilingual development for each learner.

Values and traditions of both the United States and the multifaceted Hispanic cultures will figure prominently in many dimensions of the school's programs. The significance of family as the primordial societal unit, prized among all Hispanic communities and highly valued in American tradition will be central to the planning and execution of programs at the school. Family, as the common thread that links all Hispanic communities, will be emphasized through the establishment of a parent center designed to support and reinforce family values. Student and family counseling will constitute an important component geared to bridge the gaps between cultural backgrounds.

Academic excellence and cultural integration will be stressed for students interested in learning English and Spanish. An after-school homework center will be available for students who need further skills or language development.

There must be integration of one's own linguistic and cultural roots with the language(s) and culture(s) of the dominant society in which one lives and works if a person is going to feel comfortable and realized in that setting. Issues of self-esteem, identity, acceptance and knowledge of the "global village" as well as one's own world of life and work will be emphasized. Needed preparation of bilingual/bicultural learners for the world of work will be built into the curriculum from the earliest years.

A multicultural integrated educational approach will create an intellectual, socially beneficial bilingual/bicultural climate that will ultimately fuel social change. Acceptance of others of all cultures and languages is to be emphasized and such diversity is to be celebrated.

Learning a second language and true bicultural integration is the primary goal of HCLCS. This type of expanded, integrated education will consist of two simultaneous movements: the movement of learners inward to discover their cultural roots and to establish a sense of belonging, and the movement outward to become aware of the riches of other cultures.

The Hispanic Culture and Language Charter School will foster the whole development of the learner, create an atmosphere of mutual respect and support, and promote equal opportunity and cultural diversity through an integrated curriculum of the history, the arts, literature, and linguistic skills of the various English and Spanish speaking cultural groups.

2. School Objectives

A. Academic Objectives: The Hispanic Culture and Language Charter School aims to:

- + develop an innovative curriculum in English and Spanish that will enable each student to acquire skills, knowledge and values of language and culture appropriate to his or her developmental stage;
- + provide quality education that includes basic skills in English and Spanish through the study of linguistic premises which are the points of contrast in their sound systems and structure;
- + integrate the study of History, Social Studies, Art, Literature, Science, and Mathematics into the linguistic cultural components through a relevant, meaningful curriculum that gives two languages and various cultures the same level of importance;
- + design an academic curriculum that stresses vocabulary and structure needed for the communication process in both languages--English and Spanish;
- + present the essential elements of both languages (grammar, syntax, vocabulary, phonetics and intonation) in a systematic sequence where the focus of attention is consistently on meaningful communication;
- + integrate cultural awareness of countries or regions where each language is spoken using an oral approach with reinforcement of reading and writing as the most practical approach to teaching languages;
- + stress cooperative learning and teaching techniques among students and faculty as a means to achieve academic success;
- + present the natural order of listening, speaking, reading, and writing for each language to achieve the four-fold mastery of language forms;
- + provide a homework center staffed by college/university students that will be a reinforcement center for those students who may need additional assistance with their studies;

- + integrate sentence structure in a meaningful way to the learner through conversation and the study of drama, art, literature and composition;
- + supplement the basic curriculum through the integration of new technologies, such as:
 - language and reading laboratories,
 - computer networking with English/Spanish-speaking students in other schools,
 - classroom listening centers and reading corners,
 - electronic libraries and curriculum centers,
 - computer assisted instruction.

B. Non-academic Goals: The Hispanic Cultural and Language Charter School also aims to:

- + prepare well integrated individuals to assume their place in society, individuals who can bridge the gap between different cultural values, traditions, and perspectives with understanding and compassion;
- + provide a safe, drug-free environment that stresses the character and values of the diverse English and Spanish cultural systems;
- + establish a parent center to actively integrate the family into the school community--gain parental understanding and assistance through parent participation in the after-school homework center;
- + contrast and promote acceptance of the non-verbal communications systems that permeate the various cultures;
- + promote global awareness through music, art, and study of the ethical and moral value systems of other cultures--an awareness which understands, values, respects and celebrates other human beings regardless of their nationality, socio-economic level, or ethnic origin;
- + provide for the delivery of a counseling/social service component to support the family structure and nurture emotional well-being;
- + promote the fitness and health of each student through appropriate athletic and health education programs;
- + provide a range of both co- and extra-curricular activities which involve and motivate students in life-long learning;

- + initiate from the students' earliest years preparation for the world of work through a developmental career awareness program.

C. Community Environment:

The Hispanic Culture and Language Charter School is committed to the development of parental and communitarian participation in all phases of school activity. This includes integration into the developmental organization of the school. The school will serve the geographic community where it is located and it will enter into a working partnership with families and the community-at-large through a continuous two-way communication pattern that articulates the school's educational philosophy and mission.

A primary goal of this school will be the development of a community where a student-teacher-parent forum is provided, language and cultural issues are shared, and parents feel comfortable with the school environment. A *parent center* will be established where parents can review the material their children are learning and assist them based upon individual needs. Working families will be provided greater flexibility in participation in the activities offered to the school community.

The active involvement and participation of business and industry in the geographical community of the school will be solicited in order to develop an alliance with the school and what it stands for. Particular emphasis will be given to the development of a *career center* in which local businesses and professionals from the community will actively participate in providing information, their expertise, and some "hands-on" experiences to the students.

Community participation is an essential ingredient to the success of the school. Appreciation and respect of differences and the recognition of the dignity of each individual by all members of the school community are needed to establish the environment for true learning--one which is nurturing, joyful, and rewarding.

School facilities will be used to the maximum--morning through evening--making them available for community use beyond the school day. Time flexibility will be provided to teachers so that they will have time for participation in community activities and for building meaningful mentoring relationships with students and their families. An extended family atmosphere will be sought as the school becomes the center for the community.

3. Statement of Need

There is an expressed need for the Hispanic Culture and Language Charter School as evidenced by the problem of acceptance of the Hispanic community into the mainstream of the public school system. Hispanics are disproportionately underserved by most existing public schools and there is a real need to further, not only an educational agenda among Hispanics, but also a socially beneficial agenda that fosters diversity and celebrates differences. Cultural barriers may exist because of the lack of understanding of the rich history and culture that ethnic groups bring to the global society in which we live. Communications and interaction of diverse peoples make it imperative that mutual understanding must exist to further the growth of the global community.

A sense of real belonging needs to be developed so that the various Hispanic communities may become co-participants in the educational and social processes. Individual talent within diverse ethnic groups is not always developed to its fullest because self-esteem in a "*foreign*" environment is frequently lacking. Students need to learn, accept and value their own cultural, historical and linguistic heritage if they are to successfully be integrated into their new environment.

Motivating and educating parents to share actively in the school community constitutes another critical area of concern that needs to be addressed through the school organization. Many parents stay away from the school because they feel alienated, left out, and often do not understand either the language or the culture they live in.

It is our belief that if this cultural and language gap can be bridged, a needed societal change will be initiated that will make each member of the community a useful productive member of society. For this to happen, each learner has to believe in him/herself beyond any barrier, and each learner needs to be fully integrated into the broader society. Thus, the Hispanic Culture and Language Charter School proposes to educate individuals in an environment which allows the student to freely develop his/her personal identity--(who "I" am, "my" self-esteem, "my" self-worth)--in the context of his/her own cultural and linguistic heritage as well as in the culture and language of the broader society in which he/she is now living.

4. School Demographics

A. Location

A specific geographical site and facility for the Hispanic Culture and Language Charter School is currently being sought.

Some of the areas being considered include Boston, Lawrence, Springfield-Holyoke, Framingham, and New Bedford-Fall River. The final site decision will be based on a number of specific criteria among which the following are significant:

- +where the HCLCS may better serve the needs of the Hispanic community,
- +openness of the local community to the proposed model of education,
- +openness of non-Hispanic members of the community to participate in the school,
- +accessibility to Hispanic university students in Schools/Departments of Education,
- +availability of existing facilities within the geographical area.

B. Needs and Focus of the School:

The site and facility location for the school will ultimately be chosen where there is a high concentration of Hispanic students whose families request holistic quality education for their children, an education that will provide these children access to the society in which they now live. Such an education will occur in the context of a Spanish-English bilingual and bicultural environment--student population, staffing, curriculum, activities, parental and community participation, etc.

C. Characteristics of the Student Population:

It is envisioned that the student population, kindergarten through sixth grade, although primarily of Hispanic origin, will also be open to those interested in learning in the context of a Spanish and English speaking family and community environment focused on one's own ethnic heritage and identity. A strong family component--family as the core or central unit of society--will be emphasized with appropriate expectations for family participation in the life of the school.

D./E. Enrollment/Grade Levels:

It is projected that the enrollment of the HCLCS will initially provide for a kindergarten through sixth grade program with two groups per grade level of 20-25 students each. A total enrollment, not to exceed 350 students, would be desired to provide for significant parent and community participation.

[Once a K-6 school is operational and has experienced success in achieving its stated goals, one grade level could be added each year.]

5. Recruiting and Marketing Plan

A. Publicity:

The Hispanic Culture and Language Charter School will publish notices of the new school in all local newspapers and will establish a broad campaign to inform the local community (as well as Massachusetts residents in general) of the philosophy, mission, and admission expectations of prospective families. This would include the publication of bilingual brochures, radio and television spot announcements, and information offered to interested parties. A massive publicity effort is envisioned throughout the most immediate geographical area of the state to attract a sufficient pool of applicants.

B. Specific Outreach:

Deliberate efforts will be made to reach the targeted communities with specific Spanish and English announcements about informational group meetings for families and the community at large interested in enrolling their children in the HCLCS. Meetings will be conducted in both Spanish and English to explain the philosophy and mission of the school, to delineate its goals and the bicultural/bilingual curriculum, and to suggest the advantages the school would have for students. The innovative methodologies planned for each grade level will be highlighted.

It is important that there be broad-based understanding that admission to the HCLCS involves a family commitment to education. Emphasis will be placed on bringing this school closer to the community in serving their needs. The need for early childhood education will be assessed at such group meetings for consideration of possible inclusion as part of the overall educational program of the school.

6. Admissions Policy

A. Admissions Policy:

The Hispanic Culture and Language Charter School will be open to families interested in educating their children in an English-Spanish cultural and linguistic environment and who are committed to the philosophy and mission, goals and objectives of the school. However, assessment of students will be made in order to determine if the school's program is appropriate for successfully meeting the individual needs of applicants.

In the event of an excess of applicants to HCLCS, admission preference will be given to students living in the same immediate geographical community as the school and to students whose siblings also attend the school. For any remaining openings a lottery system will be developed.

B. Non-Discriminatory Policies:

The Hispanic Culture and Language Charter School does not discriminate in its admission policies on the basis of race, gender, ethnicity, or disability. Although the primary focus of HCLCS is an English-Spanish bilingual program of studies, there is openness to students of other racial or ethnic origins who are truly interested in pursuing a narrowly defined linguistic and cultural program of studies. Certainly, the presence of such individuals can only lead to a greater understanding and appreciation of the racial and ethnic diversity of the global community in which all are members.

7. Profile of the Founding Coalition

A. Make-up of the Group:

Remediation and Education Support Systems, Inc. (RESS) has been providing educational services since 1985 by offering solutions to educational problems faced by public and non-public schools, their teachers, students and their parents. The corporation relies on a combination of proven teaching methods, the newest computer technology, learning systems, and most importantly, a seasoned corps of professionals. Educational excellence is the RESS goal. Because the student is the center of our efforts, RESS hires the best educational experts to render the delivery of instruction. Individual counseling and parental involvement are important components in the programs offered.

Because public funds are involved in all RESS programs, strict fiscal and administrative controls are maintained. Of course, the real bottom line is measured by the individual achievement of students and, in this regard, our past performance has been rated as excellent.

Services provided by RESS include remedial education and related auxiliary services throughout the United States and Puerto Rico. Through our efforts many of the students served have experienced significant gains in reading, mathematics, English as a second language, Spanish and other curricular areas.

RESS also operates Job Training Act Programs (JTPA) basic skills and training programs in Massachusetts, Puerto Rico, Florida and other states. Furthermore, RESS offers drug prevention programs geared to increase awareness among both parents and children regarding the dangers associated with chemical use and abuse.

RESS testing and evaluation services and its technology department (which integrates computer technology with traditional teaching methods) supplement the excellent academic efforts provided to students.

RESS has provided educational and remediation services in Massachusetts since the summer of 1992 and the corporation is looking forward to opening new avenues of educational services creating new and innovative programs. The RESS outreach in Massachusetts aims to assist the local community by providing services that best meet the needs of the learners, and to continue its educational thrust through the establishment of the Hispanic Culture and Language Charter School.

B. How the Group Came Together:

RESS came into existence shortly following, and in response to the Supreme Court's Felton/Aguilar decision excluding the use of publicly funded teachers to provide Chapter I remedial services to children attending religious non-public schools. In an effort to provide for the needs of students affected by the decision, RESS served as an independent educational contractor between the public and religious non-public sector. Since then, other educational and remediation services have been provided to thousands of public and private schools students both in the United States and Puerto Rico.

As the RESS outreach has expanded, additional staffing has been provided for its many programs. Currently, RESS employs over 400 dedicated educators to deliver quality services throughout its system of programs. Resumes of Corporate Officers will be attached.

Massachusetts has been incorporated into the RESS service area since 1992, presently serving JTPA programs in the towns of Weymouth and Winchendon.

C. Plans for Recruitment of Founders/Organizers:

RESS is seeking a broad coalition with parents and the community we intend to serve. We are also interested in developing alliances with other educational/learning institutes and corporations in the founding and organization of the initial HCLCS and for successive foundations of the HCLCS model. RESS is also considering the possibility of a partnership with a public school system interested in the HCLCS concept being developed.

